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ABSTRACT

This case history of one community's study (conducted from 1969 to 1972) to determine if year-round education was feasible for the community explains the background for the study, how the study of the concept was conducted and the citizenry informed, and presents several of the various surveys administered. (Author/MLF)

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A COMMUNITY SURVEY

A SIMULATION NOTEBOOK

PRESENTED AT

6TH NATIONAL SEMINAR ON YEAR-ROUND EDUCATION

CHICAGO, ILLINOIS

APRIL 30 - MAY 3, 1974

by

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INTRODUCTION

In conducting a Community Survey one must keep in mind that education comes first, then the survey. Surveying ignorance of a concept as emotionally explosive as Year-Round Education is dangerous. The trust of any school district can be injured if proper ground work is not completed prior to the survey. There must be great emphasis on this point: study - educate - then survey.

With this in mind, this abstract will explain: 1) the background for the study, 2) how the study of the concept was conducted 3) how the citizenry was informed of the concept, and 4) present several of the various surveys administered.

BACKGROUND

From 1969 through 1972 the Urbandale Community School District was involved in a study to determine if Year-Round Education was feasible for the community.

The District study began in the Fall of 1969 when the Board of Education appointed a citizen's study committee for Year-Round Education. The committee was in continucus and productive action throughout the study. Their initial interest was aimed at determining the amount of tax dollars Year-Round Education could save the district, plus which plan would save the greatest amount. Upon determining that the 45-15 Plan would best meet the needs of the community, the committee established three criteria which had to be met to adopt Year-Round Education: (1) the proposed program must give promise of improving the educational service to the community, (2) dollar savings through more efficient use of school buildings must be indicated, and (3) the plan must have the support of a substantial portion of our citizens, students, and teachers.

During 1970-1971 there was great participation of the Urbandale teachers in Year-Round Education through membership in the citizens' study committee and the establishment by the Urbandale Education Association of a teachers' study committee. This committee was quite active in trying to determine the effect of Year-Round Education on the learning process of the student, plus the effect on teacher efficiency and moral. Unfortunately, little was to be found in answer to their questions other than opinion.

At the request of the Urbandale Board of Education on March 4, 1971, a meeting of the Board, a State Representative, and a representative from the State Department of Public Instruction was held at the State Department offices to explore the possibility of obtaining funds to continue the Urbandale study. Application was made under Title III, Public Law 89-10 for money to explore the feasibility for the revision of the curriculum, staffing, and calendar to provide Year-Round Education program in the Urbandale School District. The grant was funded April 12, 1971 for $14, 926.00. As the result of that grant, the following activities were completed:

Development of a detailed calendar for year-round education program in Urbandale.

Development of samples of elementary, junior high, and senior high curriculum materials for demonstration of techniques of adapting to year-round education program.

Appraisement of the effect on the instructional program and student activities.

Interpreting of the proposed year-round calendar and curriculum application to various Urbandale publics: teachers, students, parents and other taxpayers.

Appraisement of staff utilization plans.

Comparative cost analysis of extended use of facilities with the present program.

Representative visitations to districts that were operating under Year-Round Education to ascertain financial and educational practicality.

Study of reaction of citizens, students and employers to a revised calendar, and survey their willingness to change their life style to mesh with the revised calendar.

Operate a public relations program that would provide the community with a realistic picture of the existing and future status of the district's educational needs and the potential of Year-Round Education to meet those needs.

Obtain feedback from the various publics, upon which the decision would be made whether or not to continue the project.

On June 1, 1971 the study formally began.

CONDUCTING THE STUDY

The first step in conducting the feasibility study was to interview the building principals. Those interviews brought excellent local information and concern to the study.

The second step was to prepare the following list of items that were judged essential to collect.

1. Jobs and earnings of teachers on other jobs.
2. Industries attracted because of school district.
3. Community recreation potential.
4. Absenteeism, truancy and delinquency of students.
5. Extent of teacher fatique.
6. Teacher salary schedule attractive because of the schcol district.
7. Costs of maintainance and repair.
8. Kinds of families moving into community.
9. Kinds and amount of work by mothers.
10. Costs of transportation and air-conditioning.
11. New teacher instructional techniques.
12. Total cost per pupil.
13. Teacher demands as expressed in negotiation.
14. Trust between teacher and administrators.
15. Personnel policies in district.
16. Cost per child for teacher's and other personnel.
17. Attitudes of parents toward the school.
18. Costs of substitutes, other supportive personnel.
19. Attitudes of students toward school.
20. What students do during vacations.

The third step was to establish several basic questions to start the initial research of the concept. Those questions were as follows:

1. Why does Urbandale need Year-Round Education?
2. How would Year-Round Education effect the family?
3. What does research say about Year-Round Education?
4. What is educationally sound about Year-Round Education?
5. What aspects of our present program would require changing? Can they be changed and how?
6. How will the curriculum for a typical elementary, junior high and high school class be effected?
7. How much would it cost to operate under a Year-Round Education Program? As compared to the traditional program?
8. What is the community's attitude toward Year-Round Educatón?

The fourth step was to obtain all written material concerning the 45-15 plan of Year-Round Education. Many letters and phone calls of inquiry were made to obtain the information needs in analyzing local feasibility for such a program. Nearly ten school districts were contacted for information.

The fifth step was to visit those school districts already using the 45-15 plan or about to implement such a plan. St. Charles County, Missouri; Lockport, Illinois; and Hinesburg, Vermont were chosen as excellent districts to study. Valuable information was obtained from each of these sources.

The sixth step was talking with representatives from grocery stores, manufacturing plants, construction companies, etc. to find out their reaction to potential student employees working on a 45-15 schedule.

The seventh step was that of disseminating information to all the public in Urbandale. During the dissemination process valuable feedback was obtained and excellent questions were brought forth concerning the implementation of such a program in Urbandale. In all, fifty meetings and slide-tape presentations were made to the community, faculty and students of Urbandale. Also, weekly news articles were placed in the local newspapers, with a summary letter on the project mailed to all citizens on January 25, 1972.

The eighth step was to present the findings of the study to the Board of Education on February 14, 1972.

PUBLIC RELATIONS PROGRAM

The public relations program aspect of the study is a most important one in that Year-Round Education, if adopted, will change the life style of those people involved. The public's knowledge of the concept, plus the intent and findings of the study are of utmost importance when informing the public.

Because of the significance of the public relations program, a great amount of time must be spent on such items as the following:

1. Publication of newspaper articles, answering the vital questions about Year-Round Education.

2. Creation of a slide-tape presentation which would explain what Year-Round Education is and what effects it would have on the family, the taxes, the student activities and the building program. (See the last three pages for exact working of the slide-tape presentation in Urbandale.)

3. Presentation of the slide-tape set to as many clubs, organizations and faculties throughout your communities as possible.

4. A packet of materials sent to all homes within the school district to inform citizens of the study and what information has been generated as a result of the study.

NEWS RELEASES

During the public relations program news articles were a good means to keep the citizenry informed of the effects of the study on their lives. The following articles appeared in the newspapers during the study. The title line was FYI (For Your Information).

1. "Why is Urbandale Looking at Year-Round Education?"
2. What is Year-Round Education?"
3. "What Would Year-Round Education Mean to Your Family?"
4. "Will Year-Round Education Offer The Children of Urbandale A Better Education?"
5. "Will Year-Round Education Save Money?"
6. "If We Go To Year-Round Education Will We Need to Build Additional Schools?"
7. "What Will the Children Be Doing During the Vacations On A Year-Round Program?"
8. "What Effect Will Year-Round Education Have On School Activities?"
9. "How Does Year-Round Education Effect Teachers?"
10. "Surveys On Year-Round Education"

A NOTE ON SLIDE-TAPE CREATION

The slides were taken of scenes in Urbandale and of students, townspeople, and teachers. It was narrated by this author as a means of bridging the emotional gap between presenter and audience. The set, which lasted approximately twenty minutes, made it quite easy to disseminate basic information at the beginning of a meeting. Since the slide-tape set is one of the first bits of information that the audience will see and hear, it should be designed to be as factual and non-emotional as possible. But of course people interpret as they will, which means what seems factual to the presenter could mean a possible untruth to the listener.

SLIDE-TAPE PRESENTATION

The slide-tape presentations with questions and answers can be an emotional experience for all. The undercurrents in these meetings can come from a feeling by the citizenry that they are being sold something that will "change their lives completely." In this day of what seems to be rapid change, many people see Year-Round Education as just one more change that they would rather do without unless absolutely needed. If the need is not purely evident then the resistance to change may be immense.

The main mistake of these sessions in Urbandale was the administration of the survey at the end of each session. This will be discussed under Survey's. The recommendation, however, is not to administer any type of survey until all information sessions are complete.

SURVEYS

Feasibility of a Year-Round Education Program is best determined through the evaluation of two major factors.

First, can the program be put into operation in regards to utilization of facilities, funds and curriculum adaptation?

Second, what is the attitude of the people who will be affected by such a program?

Surveys can be administered to several groups of people to determine their personal feelings on the concept. The following groups of people were surveyed in the Urbandale Study:

1. People in attendance at the public presentations.
2. Teaching staff
3. Administration
4. Students

The major mistake made in the survey administration was the surveying of the participants directly at the end of a presentation. The participants in the slide-tape presentations were informed what the concept involved and how it might change their life style, and then they were administered a survey sheet. The survey's might have been more valid if the administration of them had waited until all information sessions were completed.

Some of the session participants seemed to feel that the survey was their only voice in whether Year-Round Education would be adopted in Urbandale. With some there was a distrust that the School Board might not give the patrons of the district a vote on the issue. This was interesting since at least one Board member attended each session that was conducted and they assured the participants of a vote if the Board found the concept favorable for adoption. Consequently, the survey almost became a ballot. People not fully informed about the concept were asked to answer questions that they were not prepared to decide upon. In some cases the responses seemed to indicate that emotion was the guide for answering the questions.

One interesting point was that nearly halp of the participants chose not to fill out the survey. It seemed they were reflecting the feeling of uncertainty or possibly not wanting to participate because they had difficulty understanding the need for the change.

Nevertheless, as a result of the valuable feedback and the return of 445 Community Survey Sheets at the presentations, plus specific surveys of the faculty, administration, and students, the opinions of these interest groups were obtained.

SURVEY RESPONSE

The parents response to the concept was primarily, "Do We really need Year-Round Education on top of all the other curriculum changes that the District has made in recent years?" Also, "We want to know how our present program is working before we add yet another innovation."

The teacher's response to the concept was primarily, "We want to work on the present curriculum and perfect it for a nine month program before we take on a curriculum revision for a 45-15 calendar."

The student's response basically mirrored the parent's opinion, but their primary concern was vacation time and job opportunities.

The majority of all groups seemed to be indicating that they liked their life style the way it was, and at the time they did not wish to change to a new life style.

One of the most obvious conclusions from all groups was that they were interested in a better education for the Urbandale students.

To give specific results of these "feelings" the following surveys are included to allow close inspection. Each of the groups were surveyed separately and are dealt with accordingly in the following pages.

Following the Community Survey are a list of the many questions asked by the patrons of the community. When conducting such a survey and information presentations one must keep in mind that the community has a multitude of questions to be answered. These questions must be answered in detail because the patrons will make up answers if the answers are not covered in the presentations.

URBANDALE COMMUNITY SCHOOLS
Community Survey - Year-Round Education Study

1. Would you be in favor of split day sessions where your children would go to school from either 7:00 to 12:00 Noon or 1:00 to 6:00 PM?
Yes 21 (5%) No 390 (88%) Not Decided 33 (7%)

2. Do you think we can make better use of our present school buildings if we have classes in them all year-round?

Yes 278 (62%) No 88 (20%) Not Decided 78 (18%)

3. If you have more than one school age child, how importar it for you to have them in school and on vacation at the same tim .

Very Important 378 (86%) Somewhat Important 48 (10%) Not Important 18 (4

4. Do you like the idea of your children having a fifteen day vacation time, each season?

Yes 189 (43%) No 141 (32%) Not Decided 110 (25%)

5. Would your family take a vacation at some other time of the year other than summer, if your children were also on vacation at that time?

Yes 260 (58%) No 118 (27%) Undecided 63 (15%)

6. How important do you think it is that the children from the same neighborhc attend school and take a vacation at the same time?

Very Important 199 (45%) Somewhat Important 177 (40%)
Not Very Important 70 (15%)

7. Do you think you/your husband's employer would grant you him vacation time any season of the year at your/his request?

Yes 285 (64%) No 102 (23%) Don't Know 58 (13%)

8. How much do you know about Year-Round Education?

Great Deal 25 (6%) Much 80 (18%) Some 241 (55%)
Very Little 89 (20%) Nothing 7 (1%)

9. Would you like to know more about the Year-Round Education Program?

Yes 349 (81%) No 77 (18%) Undecide 7 (1%)

10. If you have more than one child and some of them were in school while others were on vacation, how would you feel about Year-Round education?

Favor it 23 (6%) Oppose It 307 (77%) Undecided 66 (17%)

11. Would you favor Year-Round Education if it improved the quality of education even if it was inconvenient?

Yes 307 (72%) No 99 (23%) Undecided 23 (5%)

12. Would you favor Year-Round Education if it saved money even if it was inconvenient?

Yes 205 (49%) No 189 (45%) Undecided 22 (6%)

13. If you are a working mother, do you think Year-Round Education will cause any great inconvenience?

Yes 113 (42%) No 91 (34%) Undecided 63 (24%)

14. Are you a registered voter?

Yes 415 (94%) No 26 (6%)

15. Do you own or rent your home?

Own 412 (93%) Rent 30 (7%)

16. Questionnaire completed by:

Father 165 (38%) Mother 273 (62%)

17. To take care of the student population explosion in our schools would you prefer to build new buildings, have split day sessions, or have Year-Round Education?

Buildings 164 (40%) Split Day 16 (8%) Year-Round Education 216 (52%)

18. Do you have any suggestions which would improve Urbandale's Education Program?

Yes 92 (28%) No 222 (68%) No Comment 11 (4%)

During the foregoing presentations many questions were raised. Following is a list of the many questions raised during these meetings.

1. How will you schedule the vacation and school attendance times?
2. Will the school, city, or both provide recreation for students throughout the year?
3. Has this program ever been tried before?
4. Has this program ever failed?
5. What has the public opinion been in those cities that are on it?
6. What would the per pupil-teacher load be?
7. Won't it cost more than our nine month program?
8. When would teachers have a vacation under this program?
9. How will the teachers go back to school on this program?
10. What is this program going to do to my child?
11. What happens to children moving in or out of the 45-15 plan?
12. What happens to children entering our schools during the summer?
13. What will the children do for recreation during the winter months?
14. Can the children go to school all year and graduate early?
15. Will the elementary children have the same children all year long?
16. How are you going to decide if we have Year-Round Education?
17. Will our children really go to school with their neighborhood friends.
18. Do our children have to go to school with the neighbor's kids?
19. Will the schools be air conditioned the first summer of operation?
20. How does the teacher staffing work?
21. What happens to operation costs?
22. Why not a split-shift program?
23. What will fixed summer vacations for parents do to the family vacations
24. What educational advantages does this program offer?
25. Will this program be flexible to allow people to change their vacation time?
26. What will happen to student activities?
27. When and how will building maintenance be done under this plan?
28. Can the Board order us to go on Year-Round Education?
29. When will we get to vote on this issue?
30. How long will it take to change over to this program?
31. What happens to our state funding?
32. Will teachers have to teach all year long?
33. How can we go to this program when everyone around us is on a nine month program?
34. What does a working mother do with school age children on these fifteen day vacations?
35. Can we try this with just one school first?
36. Will children learn as much on this program?
37. What effect will this program have on our curriculum?
38. Can we choose the group we want to be in after the initial assignment is made?
39. Will all the subjects in the High School still be offered under this program?
40. What kind of new courses would be offered on this 45-15 plan?
41. Would any special type of vocational courses be offered?
42. What will happen to the D. E. and O. E. programs at the high school?
43. What psychological effect will this have on my child?

44. How could the teachers stand to work all year long?
45. Would a teacher have to teach more subjects on the 45-15 plan?
46. What effect will this have on little league baseball?
47. Can't we just go on building schools instead of going to Year-Round Education?
48. Who is going to pay for all the curriculum revision?
49. What percentage would have to vote for this for it to be adopted?
50. Where are you going to get the replacement teachers?
51. What do the teachers think of the idea?
52. Is this going to save us any money?
53. When would we begin this program?
54. What effect will the four-day work week have or this program?
55. How much will it cost to air condition the schools?
56. Can we assure the teachers that they can have their vacations when they want them?
57. Can a student participate in extra-curricular activities while on vacation?
58. How long would we be on this program?
59. Could we convert back to a nine month program if Year-Round did not work?
60. Do we really need Year-Round Education in light of the birth decrease and population decrease?
61. Will the schools be closed sometime during the summer?
62. Can you prove that Year-Round Education really saves money?
63. When would the curriculum work be done?
64. Could you go to this plan just for the elementary?
65. How would the high school small attended classes or one section classes be scheduled?
66. What effect will this have on the lower elementary children?
67. Is the fifteen day vacation enough for kids to unwind from school?
68. Where will the money came from for the air conditioning?
69. Are there different types of Year-Round Education calendar schedules that might be better.
70. If there is no significant financial benefit to the taxpayer, why should we consider the Year-Round Education concept anyway?
71. If Year-Round Education has failed in other schools, why talk about it for Urbandale?
72. What other school districts in our area are looking at this program?
73. What will happen to replace the summer school?
74. Won't this plan eliminate summer jobs?
75. What about summer camps?
76. Will Year-Round Education do any better job of educating the children than our present program does?
77. Won't we have problems with kids on vacation roaming around the halls?
78. How much will the operational costs increase because of summer operation of schools?
79. How will the teachers be paid? What length of contracts will they sign?
80. Do we really need Year-Round Education to solve our problems?
81. Why are we considering another new concept when we don't even know about the one's operating in our schools right now?

A review of the total public relations effort during this study indicates that the parents were very concerned about the effect of Year-Round Education on the quality of life and learning in Urbandale. It also indicates that people are willing to study the concept but are questioning the need for such a program.

URBANDALE COMMUNITY SCHOOLS

Student Survey - Year-Round Education
(10-12)

(Check one blank in each question)

1. Grade Level: 10th 1% , 11th 53% , 12th 46%

2. This survey is being completed by: A Girl 54% A Boy 46%

3. Would you prefer a split-day session to Year-Round Education?
Yes 13% No 70% Undecided 17%

4. Do you think Year-Round Education would be detrimental to your social life?
Yes 45% No 30% Don't Know 25%

5. Do you believe that Year-Round Education would be advantageous to your securing a job?
Yes 19% No 53% Don't Know 28%

6. Assuming you were participating in a sport or other activity; such as, Band, Chorus, Yearbook, would you come to practice during a fifteen day vacation period?
Yes 51% No 26% Don't Know 23%

7. How important do you think it is that you take a vacation at the same time as the rest of your family?
Not Important 39% Somewhat Important 47%
Very Important 14%

8. Would you like the idea of a fifteen day vacation every season plus the regular Christmas, Easter, July 4th, Memorial Day, Labor Day and Thanksgiving vacations if we were to adopt Year-Round Education?
Yes 89% No 11%

9. Do you feel informed about Year-Round Education?
Not Informed 2% Somewhat Informed 72%
Very Informed 26%

10. Would you like to know more about Year-Round Education?
Yes 74% No 26%

11. How much would it matter if you graduated at the close of any one of the four cycles rather than at the end of a traditional school year?
Very Much 18% Some 47% Not At All 34%
Could not tell you considering I will never know 1%

12. How important is the formal graduation ceremony to you?
Very Important 30% Somewhat Important 42%
Not Important 28%

13. Would you favor Year-Round Education if the curriculum was improved so as to meet the 45-15 schedule?
Yes 80% No 17% Undecided 3%

14. Would you favor starting a Year-Round Education program in June of 1973?

Yes 73% No 16% Undecided 11%

TEACHER SURVEY

The following survey was administered to the entire teaching staff (175 teachers) on February 4, 1972. The teachers were furnished with a packet of materials similar to the mailed to all citizens on January 25, 1972.

An interesting observation from the following survey notes that 67% of the responding teachers would be willing to do the curriculum revision for Year-Round Education. However nearly 53 % indicated that they did not feel students could enjoy a better education on Year-Round Education than on the present program. Also, 45% of the teachers indicated that if the curriculum revision were completed, they would not be in favor of the 45-15 plan for the Urbandale students. Continuing with survey 51% of the teachers did not wish to pursue the concept further.

As a result of the comments to the survey questions, the teachers seemed to indicate that they would like to be paid to improve the present curriculum on a nine month calendar rather than for a Year-Round calendar.

TEACHER SURVEY

Combined-All Schools

1. What level do you teach?

   (Elem) 65 (58%) (J.H.) 23 (20%) (H.S.) 24 (22%)

2. Do you feel a need for curriculum change in your subject area?

   Yes 65 (58%) No 39 (35%) Undecided 8 (7%)

3. Would you be willing to do the necessary curriculum revision that would be needed to go to the 45-15 Year-Round Education plan without being compensated?

   Yes 22 (19%) No 79 (71%) Undecided 11 (10%)

4. Would you be willing to do the curriculum revision for Year-Round Education if adequate in-school time were provided?

   Yes 74 (67%) No 32 (29%) Undecided 6 (4%)

5. Would you participate during the summer on a paid extended contract to revise the curriculum for Year-Round Education?

   Yes 61 (54%) No 41 (37%) Undecided 10 (9%)

6. If the curriculum revision were completed prior to the beginning of the 45-15 plan, do you feel that most of the students could enjoy a better education on Year-Round Education than on our present program?

   Yes 28 (25%) No 59 (53%) Undecided 25 (22%)

7. If the curriculum revision were completed, would you be in favor of the 45-15 plan for the Urbandale students?

   Yes 40 (37%) No 51 (45%) Undecided 21 (18%)

8. Year-Round Education provides an opportunity for you to work a varied contract length. What length contract would you generally sign if the Urbandale School District were on a 45-15 program?

A.	180 days	(9 month contract)	37 (33%)
B.	195 days	(9 weeks vacation)	13 (12%)
C.	210 days	(6 weeks vacation)	16 (14%)
D.	225 days	(3 weeks vacation)	12 (11%)
E.	240 days	(Full Year Contract)	15 (13%)
F.	Would not sign a contract to teach in the Urbandale District.		2 (2%)
G.	Undecided		17 (15%)

9. How much do you know about Year-Round Education?

   Much 41 (37%) Some 61 (55%) Little 3 (2%)
   Undecided 7 (6%)

10. Would you like to pursue further the concept of Year-Round Education?

Yes 37 (33%) No 57 (51%) Undecided 18 (16%)

11. Questionnaire completed by:

Male 42 (38%) Female 70 (62%)

The following survey was completed by the principals of Urbandale Schools. After each question are the various comments made by the administrators on Year-Round Education.

1. What level do you administrate?

(Elem.) 4 (J.H.) 2 (H.S.) 2

2. Do you feel a need for curriculum change in your administrative area?

Yes 7 No 1

Curriculum will alsways need to be updated. I see this happening and no major program for change need be promoted.
A more futuristic position in social studies, with a heavy emphasis on the affective problem solving area.
Planning and implementing curriculum change is constantly necessary due to the change(continuous and accelerating) in society.

3. Would you be willing to do the necessary curriculum revision that would be needed to go to the 45-15 plan.

Yes 8 No 0

One might expire doing it!
If more proof of need is shown for YRE and there arises much more community support for same.
If it were a consensus that such change would be required.
Yes, if the community enthusiastically adopts 45-15.
I would very much enjoy working with the staff to revise curriculum. I am not sure if all of them are willing to invest the time and effort. Much would depend on the circumstances under which they were asked to do the revision.

4. If the curriculum revision were completed prior to the beginning of the 45-15 plan, do you feel that most of the students could enjoy a better education on YRE than on our present program.

Yes 2 NO 2 ? 4

If only the reaction to change - I am certain that these revisions could incorporate a more realistic attitude toward what is an education in todays perspectives.

Better education would result from curriculum revision for purposes other than 45-15 as well as for that reason. The quality of education is more closely related to the curriculum planning than to the calendar.
I would have to study what curriculum changes would be made.
I see no conclusive proof of this except by theory only.

5. If the curriculum revision were completed, would you be in favor of the 45-15 plan for the Urbandale students?

Yes 3 ? 3 No 2

This answer will change when community acceptance changes. The success of a 45-15 school hinges on public support.
I am uncertain as to the overall ramification to my present position.
Not without much more community support.
My opinion could not be finalized until the community desires were clear. If the community says "yes" I would favor it; if "no" I would not. I am not convinced a 45-15 structure insures better education. The curriculum planning affects the quality.
If the parents would want a change I would leave to study the curriculum revision and then make a decision.
Based again on the communities' commitment to the concept.

6. Please list the major areas of concern if Year-Round education were adopted by the citizens.

Adequate planning time.
Follow through on building plan so that we do not work ourselves into limited space again.
Readiness of staff to carry the program out.
Cost factors.
Development of a program with broader scope beyond the four basic subject areas.
Record keeping and consistency with individuals.
Anger of parents opposed to the program.
Consistent classroom loading.
Scheduling - Specific family assignments - teacher assignment.
Future curriculum revision - done by teachers on or off contract?'
Contracting teachers.
Contracting quality control for short run teachers.
Could we incorporate pure reserach concerning our postulations.
P.R. - for incoming clients.
Constant revision of various company programs.'
"Mechanics" of implementation.
Effects of such a drastic change on life style of community.
Teacher fatique.
Building maintenance.
Three week idle periods for restless teen-agers.
In theory the HS program could be very flexible and highly individualized In practice the resistance to change could cause the program to be less elective and less indivdualized.

Athletics.
Students may have fewer choices of subjects.
Adapting to individual parent preferences for child's cycle.
Lack of room air-conditioning in summer months.
More administrative costs.
More teacher personnel - higher costs.
Student reaction to plan.

7. What effect do you feel Year-Round Education would have on the instructional program in your building.

Positive Effect 1 ? 4 Adverse Effect 3

I have no idea at this time.
Really impossible to determine at this time.
Unless, enthusiastically supported by parents, students and faculty.
Based on present mode of operation.

8. Would you like to pursue further the concept of Year-Round Education?

Yes 5 No 3

Not unless much more need is shown.
If the community shows positive response. If not, then table the project for possible re-activation if their should be a positive response in the future.
If the community doesn't buy it, drop it. No use jeopardizing present programs for a time change that may cause an overall loss of support for present programs innovations.

Additional comments:

I would like to know how the students feel about Year-Round School.
I can see an advantage to conducting Year-Round Education, if it would make possible an enrichment of program, and a reduction of class sizes. If it were to develop eventually that Year-Round Education became a necessity, I would, of course, cooperate in every way possible.
I feel the Year-Round School study should be tabled at this time.
We have conducted the study. It is apparent the community wishes to build more buildings than pursue a Year-Round Education Program. So, let's support the community's point of view and get on with curriculum changes that are needed regardless of whether we have a 12 month program or a 9 month program of education in Urbandale.
As you can see from my comments above, I am very much interested in pursuing the concept of Year-Round Education. From what I have read, it would seem to have a very positive effect upon curriculum, use of facilities, students, and faculty. If, however, student, community, or teacher opinion is negative, there are other battles which would seem more worthy of fighting.

URBANDALE SLIDE PRESENTATION SCRIPT

TITLE SLIDE (1)

"INFORMATION" SLIDE (2)
HEAD - QUESTIONS MARKS (3)

CHILDREN IN SCHOOL (4)

TRADITIONAL PLAN (5)
FARM SCENE (6)

INDUSTRY SCENE (7)
HOUSING SCENE (8)
EMPTY CLASSROOM (9)

POPULATION GROWTH CHART (10)

POLUTION SCENE (11)

WHY YEAR-ROUND EDUCATION? (12)

9.3% INCREASE

RESIDENTIAL SCENE (14)

CLASSROOM (15)

-1- This entire presentation is designed to inform and educate you on the issues of Year-Round Education. -2- Hopefully it will answer many of the -3- questions which have bothered you about children going to school all year long.

-4- Children are the reason why we have school and why we constantly seek ways to do a better job of educating them.

-5- The present two-semester system with which our schools operate is the result of an -6- agricultural society's need for young people during the summer harvest. -7- As our society changed to an urban, -8- industrial society, summer closing of the schools continued and classrooms stood vacant for -9- ten weeks of the year.

Habit and tradition have conditioned us to accept this, while most of the reasons which led to its adoption have changed. The biggest change has taken place in the rapid growth -10- of our community. The population growth chart of Urbandale shows that in 1960 there were 5,821 residents, by 1970 there was a tremendous growth to 14,434. Our society has demanded a better more extensive education to solve the -11- progressive problems, needs and desires created by this increase in population.

The question -12- is asked, "Why is Urbandale looking at Year-Round Education?"

Initially the citizens were looking for a way to reduce taxes. However, research has shown that there is litt saving for Urbandale in instituting a Year-Round Education Program.

-13- The second reason for researching Year-Round Education was a 9.3% average annual increase in the student population thoughout the 1960's. However, Urbandale has seen that average annual increase drop to 2.1% last year and 2.6% this year.

-14- It seems that the population crush is slowing down considerably, consequently Year-Round Education -15- does not seem to be needed to handle the future student population growth.

Attention has been turned to the question, "Will Year-Round Education offer the children a better opportunity for learning?"

WHAT IS YEAR-ROUND (16)

179 DAY CHART (17)

HIGH SCHOOL ENTRANCE (18)

This question -16- will be examined later in the presentation, but one must first understand "What Year-Round Education Is?" Year-Round Education -17- is a scheduling system whereby the students go to school exactly the same number of days as they go now, and have exactly the same number of vacation days as they do now. The only difference is that the school days and vacation days are spread out alternately over an entire year. -18- This allows the school facilities to hold approximately 25% more students, if additional school space should ever be needed and a building could not be built to meet the demand.

COMPARISON, YRE - 9 MO. (19)

CHILDREN PLAYING (20)

-19- Presently instead of the facilities holding 4,465 students, they could easily handle 5,905 with Year-Round Education. Which is nearly 1,500 more than on the traditional program. -20- Most children will not suffer from this change either for all children in the same family and all the neighborhood children will be on the same vacation schedule.

GRAPH - YRE SCHOOL DAYS (21 & 22, 23)

-21- The pattern for these children will be to go to school for 45 school days -22- and be on vacation for 15 school days, then back to school for 45 days and then on vacation for 15 days. -23- This rotation plan will then continue throughout the year.

VACATIONS ON YRE (24)

-24- When national holidays, Christmas, Easter and Thanksgiving vacations come, everyone takes a break just as is taken now.

VACATIONS??? (25)
CHILDREN SWIMMING (26)
BASKETBALL PRACTICE (27)
TENNIS COURTS (28)
CHILDREN SLEDDING (29)
AUTUMN SCENE (30)
PUBLIC LIBRARY (31)
ICE ARENA (32)
CHURCH (33)
ART CENTER (34)
URBANDALE COUNTRY CLUB (35)
YMCA-YWCA (36)

-25- So what will the children be doing these vacations? -26- They will be doing the same things they do now, -27- however, they will enjoy a better mix -28- of school days and vacation days. -29- Family vacations may be taken during any season of the year -30- and not just in the summer. Also, the -31- clubs, organizations, and entertainemnt centers -32- that are available can meet the needs of the children much better, -33- because only 25% of the total school population -34- will be on vacation at any one time. Such organizations -35- can and do offer excellent activities for all age groups -36- during all seasons of the year.

FAMILY VACATIONS (37)

-37- It would mean, however, that the community of Urbandale would need to offer not only summer recreation activities, but also Fall, Winter and Spring activities. This of course would mean an expenditure from some source to operate such a program.

What would this Year-Round schedule mean to your family? First of all it would allow for broader recreation and vacation opportunities throughout the year. No longer will your family be forced to take a vacation in the summer months, but could possibly enjoy a Fall, Winter or Spring vacation.

MONEY SLIDE (38)

-38- Financially, it will mean that Year-Round Education will not cost any more than the traditional school we have now, and may mean a long-range savings in the number of new buildings needed to keep a nine month school in progress. There would be the knowledge that the school facilities, faculty and equipment will be used more efficiently; not just nine months, but all year long.

SUMMERTIME (39)

EMPTY PLAYGROUND (40)

WORKING MOTHERS (41)

-39- It will mean; however, that your family will need to adjust to a new life style. The children -40- will not be around home all summer, instead they will have a three week vacation each season. This could create -41- problems for working mothers or fathers who must take their vacation during specific weeks during the year.

CLASSROOM LEARNING (42)

CHILDREN WITH RABBITS (43)

GYMNASTICS CLASS (44)

CHILD WITH MICROSCOPE (45)

CLASSROOM SCENE (46)

-42- If this is going to change your life style, will Year-Round education offer the children a better education? Yes, it seems to offer a schedule more like our own life patterns. It offers the possibility for improved learning opportunities -43- especially during the summer season. Vacations give children an opportunity to apply -44- and reinforce that which they have learned in and out of school. The stimulation of school for 45 days and the opportunity of unstructured application for 15 days should create -45- a better learning environment for most children. They can learn and apply continually. The they can have that learning reinforced -46- by return to school in a much shorter vacation time.

BORED STUDENT (47)

CHILD IN CLASSROOM (48)

The schedule also adds more variety to a child's life -47- More fresh starts in school attendance may improve the children's attitude toward learning. -48- No longer will they be thinking in school in terms of a nine month grind, but in terms of many short experiences. It does create, however, changes in student activities, student summer jobs, summer vacation camps and family summer activities which may be desirable or undesirable depending on one's point of view.

CHILD & TEACHER (49)

As for curriculum revision, -49- our teachers are continually revising the curriculum to meet the needs of each child. The teachers do not need the 45-15 calendar to do this revision. However, the calendar does offer many opportunities not possible with the present traditional calendar.

PER PUPIL COST?? (50)

-50- Curriculum revision, different life style, new vacations and a better education; you are probably wondering if all this change will save money.

JANITOR (51)

-51- In the area of school operation the per pupil cost seems to remain about the same.

BUILDINGS (52)

However, in the area of buildings -52- the per pupil cost will be lower, for some facilities will not need to be build and the ones we already have will be used more efficiently.

EQUIPMENT SAVINGS (53)
TEACHER SAVINGS (54)
BUILDING SAVINGS (55)

Writers who contend that a community can save money on the 45-15 program usually point to three areas: -53- Equipment savings, -54- Teacher savings and -55- Building savings. The extended use of facilities throughout the year can reduce the need for items

CLASSROOM EQUIPMENT (56)
SCHOOL BUSES (57)

such as desks, chairs and typewriters. -56- However, while fewer items -57- are needed those in use will be used 25% longer each year, thus making any savings minimal.

TEACHER (58)

-58- The second area of savings is related to teacher benefits. Because there will be 25% fewer children in the school building at any one time, there will be fewer teachers needed to educate the entire student

TEACHER NEED GRAPH (59)

population. -59- Since there will be fewer teachers, those who are teaching will be paid for the added months, consequently no savings in salaries can be realized. There are minimal savings, however, which can come from fixed fringe benefit costs and pension costs which will be paid to fewer teachers consequently a small savings can be assumed.

BUILDING (60)

-60- The third area of savings could be a strong possibility. Buildings are expensive. If an elementary school need not be built this one building

SAVINGS YRE (61)

saves in three areas: -61- One, the actual cost of the buildings; two, the interest on the money borrowed; and three, the equipment to equip the buildings. If there is any savings on YRE it could only be in the total number of buildings needed to educate the children of Urbandale.

NEW BUILDINGS (62)
CONSTRUCTION (63)

-62- If we go to Year-Round Education will we need to build additional schools? -63- Yes, new buildings will need to be build, but at a much slower rate than if the district remains on a traditional nine month

CLASSROOM (64)

program. -64- The great population increase will necessitate new buildings, especially at the present time a new Junior High or Middle School is desperately needed.

ADULTS MEETING (65)

So this is Year-Round Education. -65- We invite you to ask those questions which you might have and join in on the discussion of Year-Round Education for Urbandale.